Summative Assessment Task Outline

**Primary Source Analysis**

The French Revolution

MYP 5

The key concept for our revolution unit is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

For your French Revolution summative assessment, you should select a primary source and . . .

* explain its historical significance
  + What led to the production of this source?
  + What was the process of its production?
  + What was the consequence of its production?
* evaluate its origin and purpose and recognize its values and limitations
  + **Origin**: Who created it? When was it created? Where was it created?
  + **Purpose**: What was the author’s intention? Why did the author choose this particular format? Who is the intended audience?
  + **Values**: What can you tell about the author from the piece? What can you tell about the time period from the piece? What can you tell about any controversies from the piece?
  + **Limitations**: What part of the story can you NOT tell from this source? Does this source inaccurately reflect anything about the time period? What does the author leave out? What does the author leave in?
* properly document it and any other sources you use to present your findings to the class.

Your presentation can be in any format you like as long as all of the above information is communicated in a clear and logical way.

Summative Assessment Rubric

Objectives A2, C2, D3

MYP 5

Name: Date:

Criterion A: Knowing and understanding

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 5 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * demonstrates **basic** knowledge and understanding of a primary source and its historical significance with **simple** descriptions and/or examples. |
| 3-4 | The student:   * demonstrates knowledge and understanding of a primary source and its historical significance through **adequate** descriptions, explanations or examples. |
| 5-6 | The student:   * demonstrates **good** knowledge and understanding of a primary source and its historical significance through **accurate** descriptions, explanations and examples. |
| 7-8 | The student:   * demonstrates **detailed** knowledge and understanding of a primary source and its historical significance through **developed and accurate** descriptions, explanations and examples. |

**Command terms and MYP definitions**

**Demonstrate** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion C: Thinking

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 5 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **describes** their source in terms of origin and purpose and recognizes **some** values and limitations[[1]](#footnote-1). |
| 3-4 | The student:   * completes a **simple analysis** of their source in terms of origin and purpose, recognizing values and limitations. |
| 5-6 | The student:   * competes a **satisfactory analysis** of their source in terms of origin and purpose, recognizing values and limitations. |
| 7-8 | The student:   * **effectively analyzes** their source in terms of origin and purpose, recognizing values and limitations. |

**Command terms and MYP definitions**

**Analyze** Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.

**Describe** Give a detailed account or picture of a situation, event, pattern or process.

Criterion D: Communicating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 5 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to document sources of information. |
| 3-4 | The student:   * **sometimes** documents sources of information using a recognized convention[[2]](#footnote-2). |
| 5-6 | The student:   * **often** documents sources of information using a recognized convention. |
| 7-8 | The student:   * **consistently** documents sources of information using a recognized convention. |

**Command terms and MYP definitions**

**Document** Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.

1. For definitions of *origin, purpose, values and limitations* refer to your handout “A Guide for Using Primary Source or Original Source Documents.” [↑](#footnote-ref-1)
2. For print source you should use MLA format. For Web sources you should use the Harvard Citation Generator, a link for which can be found on the WS wiki. [↑](#footnote-ref-2)